

**IMPLEMENTATION OF THE MERDEKA BELAJAR CURRICULUM IN
ENGLISH LANGUAGE LEARNING CLASS I OF RABBI RADHIYYA
ISLAMIC ELEMENTARY SCHOOL REJANG LEBONG**



FARENZ SUKMA ARNANDA

NIM. 20551020

ENGLISH TADRIS STUDY PROGRAM

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF CURUP

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Assalamualaikum Warahmatullahi Wabarakatuh

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT.
dalam setiap urusannya.

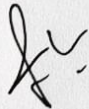
Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **Farenz Sukma Arnanda (20551020)** sebagai Mahasiswa dari Program Studi Tadris Bahasa Inggris, dengan judul **“Implementation of The Merdeka Belajar Curriculum in English Language Learning Class I of Rabbi Radhiyya Islamic Elementary School Rejang Lebong”** sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

Demikian Permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini. Terima kasih.

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Curup, 2025

Advisor



Jumatul Hidayah, M.Pd
NIP. 197802242002122002

Co-Advisor



Hadi Suhermanto, M.Pd
NIP. 197411131999031003

STATEMENT OF OWNERSHIP

The writer who signs below :

Name : Farenz Sukma Arnanda

NIM : 20551020

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris

Stated that the thesis is entitled **Implementation of the Merdeka Belajar Curriculum in English Language Learning Class I of Rabbi Radhiyya Islamic Elementary School Rejang Lebong**. This statement is made truly, if in the next day there are any mistake, the writer ready to accept the punishment or other criticism from IAIN Curup based on the regulation.

Curup, 20 December 2024

Farenz Sukma A.

NIM : 20551020



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
FAKULTAS TARBIYAH**

Jl. Dr. AK Gani No. 01 PO 108 Telp. (0732) 21010-21759 Fax 21010 Kode Pos 39119
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id

APPROVAL

Nomor: **359** /In.34/F.TAR/I/PP.00.9/02/2025

Name : **Farenz Sukma Arnanda**
NIM : **20551020**
Faculty : **Tarbiyah**
Department : **English Tadris Study Program**
Title : **Implementation of the Merdeka Belajar Curriculum in English Language Learning Class I Rabbi Radhiyya Islamic Elementary School Rejang Lebong**

Had Examined by examining board of English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

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At : **Room 2 Building Munaqosyah TBI IAIN Curup**

Had been received to fulfill the requirement for the degree of *Strata I* in English Study Program of *Tarbiyah* Faculty IAIN Curup.

Curup, 03 Maret 2025

Examiners,

Head,

Secretary,

Jumatul Hidayah, M.Pd
NIP. 19780224 200212 2 002

Hadi Suhermanto, M.Pd
NIP. 19741113 199903 1 003

Examiner I,

Examiner II,

Dr. Sakut Ansori, M.Hum
NIP. 19811020 200604 1 002

Sarwo Edy, M.Pd
NIP. 19810607 202321 1 011



Dean
Faculty of Tarbiyah

Dr. Sutarto, S.Ag., M.Pd
NIP. 19740921 200003 1 003

PREFACE

All praises to Allah SWT that the writer had finally finished writing his thesis entitled **“Implementation of the Merdeka Belajar Curriculum in English Language Learning Class I of Rabbi Radhiyya Islamic Elementary School Rejang Lebong.”**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, 20 December 2024



Farenz Sukma A

NIM : 20551020

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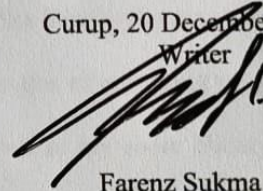
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Finally, the author would like to thank the parties involved accidentally not written above and hopefully this thesis can provide benefits to many parties, the writer realizes that in the making of this thesis, there are many drawbacks so the writer expects criticism and suggestions that can help the development of this thesis.

Wassalammu'alaikum Wr.Wb.

Curup, 20 December 2024
Writer



Farenz Sukma A.
20551020

MOTTO AND DEDICATION

“Believe in Yourself”

In preparing this thesis, of course, it would not have been possible without the direction and guidance from various parties. So the author expresses respect and thanks to all parties who have helped.

This thesis dedicates to :

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ABSTRACT

Farenz Sukma A 2024 **:Implementation of the Merdeka Belajar Curriculum
in English Language Learning Class I of Rabbi
Radhiyya Islamic Elementary School Rejang Lebong**

Advisor : Jumatul Hidayah, M.Pd

Co-advisor : Hadi Suhermanto, M. Pd

This study aims to analyze the implementation of the Merdeka Curriculum in English language learning for first-grade students at Rabbi Radhiyya Islamic Elementary School, Rejang Lebong Regency. The Merdeka Curriculum was introduced as an effort to enhance teaching flexibility and student-centered learning. This study employs a descriptive qualitative approach with data collection techniques including interviews, observations, and documentation. The findings indicate that the implementation of the Merdeka Curriculum in English language learning at this school faces several challenges, including limited resources, teachers' readiness in designing appropriate lesson plans, and inadequate access to learning media that support project-based learning. Nevertheless, this curriculum allows teachers to adapt teaching materials according to students' needs and promotes a more communicative approach to English learning. Thus, the Merdeka Curriculum has the potential to improve the effectiveness of English language learning at the elementary level, provided it is supported by adequate resources and enhanced teacher competencies. This study recommends intensive training for educators and the development of more comprehensive teaching materials to ensure the successful implementation of this curriculum.

Keywords: *Merdeka Curriculum, English Language Learning, Elementary School.*

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CHAPTER I

INTRODUCTION

A. Background of the Research

The curriculum is a fundamental component in determining the effectiveness of the learning process, serving as a structured framework that encompasses instructional plans and guidelines to support educators in their teaching practices. The implementation of a curriculum ensures that classroom learning is purposeful and aligned with established educational objectives. As highlighted by Martin and Simanjourang, a well-structured curriculum contributes to the enhancement of students' cognitive abilities, ultimately fostering skill development.¹ Nevertheless, given the dynamic nature of education, curriculum modifications are inevitable. Teachers must continuously adapt to these changes by acquiring a comprehensive understanding of each newly introduced curriculum.

In the context of Indonesia, the educational system has experienced several curriculum reforms, with the most recent being the Merdeka Belajar Curriculum, which was officially introduced in February 2022. This curriculum aims to address the evolving societal demands by not only focusing on knowledge acquisition but also emphasizing the development of essential life skills. According to Indriani et al., the Merdeka Belajar Curriculum seeks to cultivate students' character by integrating affective,

¹ Martin, Rudi, and Marianus Simanjourang. (2022). Pentingnya Peranan Kurikulum Yang Sesuai Dalam Pendidikan Di Indonesia. *Mahesa* 1:125–34. doi: 10.34007/ppd.v1i1.180.

cognitive, and psychomotor domains.² Moreover, the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (Kemendikbudristek RI), under the leadership of Nadiem Makarim, introduced the concept of "independent learning" as the core principle of the curriculum, which fosters freedom of thought.³ The curriculum has been acknowledged as a transformative initiative in Indonesian education, featuring the Project for Strengthening Pancasila Student Profiles that focuses on enhancing problem-solving skills.⁴

A notable distinction between the Merdeka Belajar Curriculum and its predecessor, the 2013 Curriculum, lies in the revision of subjects at the elementary level. One of the significant changes is the reintroduction of English as a compulsory subject. Under the previous curriculum, English was categorized as a compulsory local content subject for elementary students. However, in the current curriculum, English has been designated as a mandatory subject, while schools retain the flexibility to determine its implementation based on their specific contexts.

The English subject within the Merdeka Belajar Curriculum exhibits several key differences compared to the previous curriculum. Earlier, English instruction primarily concentrated on the four core language skills, such as

² Indriani, Nina, Indrianis Suryani, and ul Mukaromah. (2023). Implementasi Kurikulum Merdeka Belajar Dalam Pembentukan Karakter Disiplin Peserta Didik Di Sekolah Dasar. *Khazanah Pendidikan* 17(1):242–52. doi: 10.30595/jkp.v17i1.16228.

³ BSKAP, K. (2022). Tahapan Implementasi Kurikulum Merdeka di Satuan Pendidikan. In *Kemendibudristek*.

⁴ Setyaningsih, S., & Wiryanto, W. (2022). Peran Guru Sebagai Aplikator Profil Pelajar Pancasila Dalam Kurikulum Merdeka Belajar. *Jurnal Ilmiah Mandala Education*, 8(4), 2656–5862.

speaking, listening, reading, and writing.⁵ In contrast, the current curriculum incorporates two additional learning outcomes, namely viewing and presenting. Furthermore, the curriculum places a stronger emphasis on students' communicative competencies, encouraging their ability to effectively use English as a life skill. The teaching methodology has also evolved, with a greater emphasis on a genre-based or text-based approach, where educators are encouraged to utilize texts presented in various modes such as visual, oral, audio, and multimodal formats.⁶ Consequently, the implementation of English language instruction in classrooms may vary, as it has become an integral part of the elementary education framework within the Merdeka Belajar Curriculum.

In addition, the students in the first class of elementary school are students that just know the letters of the alphabet, understand reading well, and write appropriately. First grade is a low class that begins to learn letters. First grade teachers can accompany students during the learning education process and can have an influence on the development of the behavior and personality of their students. However, based on the pre-research conducted by the researcher at Rabbi Radhiyya Integrated Islamic Elementary School, Curup, Rejang Lebong Regency is that the class teacher found it difficult to

⁵ Zein, M. S. (2017). *Elementary English education in Indonesia : Policy developments , current practices, and future prospects*. 33(1), 53–59.

⁶ BSKAP, K. (2022). Tahapan Implementasi Kurikulum Merdeka di Satuan Pendidikan. In *Kemendibudristek*.

implement English learning with the Merdeka Belajar Curriculum and says that the Merdeka curriculum has not been effective.

Moreover, based on the results of pre-interviews with first grade teacher at Rabbi Radhiyya Curup Integrated Islamic Elementary School, he stated that 25 students can understand English learning with the 2013 Curriculum, but first grade teachers can collaborate the 2013 Curriculum with the Merdeka Belajar Curriculum. According to the first grade teacher, English learning has a role in developing students' abilities to read, write and recognize the letters of the alphabet, this is in accordance with the vision of the Merdeka Belajar Curriculum. The role of Merdeka Belajar Curriculum can hone the skills that the first grade has applied to English material which focuses on planning, implementation, and learning outcomes. Merdeka Belajar Curriculum has a variety of learning systems so that students are in accordance with the time to explore the material.

Rabbi Radhiyya Integrated Islamic Elementary School has just implemented the Merdeka Belajar Curriculum in this school. According to the pre-observation, this school admitted that they faced several problems, including that the first grade teacher is still using the 2013 Curriculum and has just implemented learning with the Merdeka Belajar Curriculum. The teacher can implement the Merdeka Belajar Curriculum and knows the difference between the 2013 Curriculum and the Merdeka Belajar Curriculum and then concludes that the 2013 Curriculum is more effective to be applied in the first

grade. Moreover, the researcher also found that the teacher said the book in the Merdeka Belajar Curriculum lacks learning materials.

As aforementioned, the researcher interested and wanted to develop the problems experienced by first grade teachers when implementing the Merdeka Belajar Curriculum at Rabbi Radhiyya Integrated Islamic Elementary School in context of how far the school plan this curriculum, the result, and the implementation. So that, the researcher made a research with the title **“Implementation of the Merdeka Belajar Curriculum in English Language Learning Class I of Rabbi Radhiyya Islamic Elementary School Rejang Lebong.”**

B. Research Question

In explaining the background, the researchers agreed to adjust the research focus which was described in the questions, namely:

1. How does the plan of English learning in the Merdeka Belajar Curriculum class I of Rabbi Radhiyya Curup Integrated Islamic Elementary School, Rejang Lebong Regency?
2. How is the implementation of English language learning in the Merdeka Belajar Curriculum, of the class I Rabbi Radhiyya Curup Integrated Islamic Elementary School, Rejang Lebong Regency?

C. Objective of the Research

Based on the research focus, the objectives of this study are to:

1. Planning English learning in the Merdeka Belajar Curriculum for grade I of Rabbi Radhiyya Integrated Islamic Elementary School in Curup, Rejang Lebong Regency.
2. Explaining English learning in the Merdeka Belajar Curriculum, grade I, Rabbi Radhiyya Integrated Islamic Elementary School Curup, Rejang Lebong Regency.

D. Significances of the Research

1. The Principal

The results of this research can be a reference for an evaluation of English lessons in the Merdeka Belajar Curriculum and can be carried out. This reference can arrange new activities to be able to carry out programs for schools in learning English for the Merdeka Belajar Curriculum which is more optimal.

2. The English Teacher

The results of this study can be a reference for teachers so that they can find out the Merdeka Belajar Curriculum that is appropriate for the development of students in order to develop abilities in interests and needs. Teachers are required to continue to improve their knowledge in accordance with the development of the curriculum, society, and social abilities can be balanced and equal.

3. The Students

The results of this research can be concluded with the increasing enthusiasm for learning of students. The learners themselves can recognize moral and material assistance in Curriculum activities and can understand a suggestion and opinion for learning purposes.

E. Definition of Key Terms

1. Teaching English in Elementary School

English language learning in elementary school is the learning of a foreign language that includes linguistic aspects used to redescribe a language, sociocultural aspects that include introducing and understanding other people's cultures, not to forget the cognitive and affective aspects, namely character development.

2. English Language Learning

English learning is a lesson that can be directed to improve the ability of students to recognize the letters of the alphabet, how to write correctly, read appropriately and be able to understand students in speaking English properly and correctly, either orally or in writing. This English learning affects four important materials, namely listening, speaking, reading and writing.

3. The Merdeka curriculum Learning

Merdeka Curriculum learning is a curriculum that can hone children's interests and talents from an early age with a focus on essential material, character development in students in intracurricular learning which can be

diverse, and can be presented to focus on the center for a school activity to be carried out, one of which is teaching and learning in class.

F. The Organization of Thesis

This section provides an overview of the research's organization from chapter one to chapter five. Chapter I contains the introduction. It contains background data, objectives, questions, and restrictions on the research as well as operational definitions and research relevance. The Chapter II contains a review of related literature. Reviews of connected studies and reviews of pertinent reviews are offered. Chapter III is devoted to Research Methodology. It addresses the research methodology, research question, research instrument, strategy for acquiring data, and method for analyzing data. In Chapter IV is finding and discussion. The research's data is provided via the findings and discussion. The last chapter would be Chapter V, which contains conclusion.

CHAPTER II

LITERATURE REVIEW

A. Review of related theories

1. Merdeka Curriculum

a. Definition of Merdeka Curriculum

According to the Directorate of Elementary School Merdeka Curriculum is a curriculum with diverse intra-curricular learning where the content will be optimized so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students. Merdeka Curriculum created with the causes from learning loss and increases of learning gaps, it is related to the provisions in the Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 56/M/2022 in the context of recovering learning losses that occur in special conditions, educational units or groups of educational units need to develop a curriculum with the principle of diversification by conditions of the unit. This strengthens changes in curriculum plans and strategies comprehensively to make the curriculum effective by current conditions. According to Anggila,

the Merdeka Curriculum was officially enacted in December 2019 and was proposed by the Minister of Education and Culture⁷.

b. Implementation of Merdeka Curriculum in elementary school

Based on Decree of the Head of Standards, Curriculum, and Assessment (BSKAP) Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 044/H.KR/2022 on page 3, Merdeka Curriculum is carried out through the independent pathway stage, and consists of 3 categories of implementation, namely *Mandiri Belajar*, *Mandiri Berubah*, and *Mandiri Berbagi*. According to Inayati, there are options for implementing a Merdeka Curriculum (IKM) in various educational units⁸ :

- 1) *Mandiri Belajar* category, namely schools or educational units continue to use the 2013 Curriculum or the simplified K13 / Darurat Curriculum by applying the parts and principles of the Merdeka Curriculum.
- 2) *Mandiri Berubah* category is that in the 2022/2023 academic year, educational units will start using the Merdeka Curriculum, referring to the teaching tools that have been prepared by the PMM (Merdeka Mengajar Platform) according to the level of the education unit. The teaching tools that have

⁷ Anggila, W. (2022). *Persepsi Guru bidang Studi IPS dalam Pelaksanaan Kurikulum Merdeka Belajar di SMP Negeri Sekecamatan Tanjung Kemuning Kabupaten Kaur. Bengkulu*: Universitas Islam Negeri Fatmawati Soekarno Bengkulu. <http://repository.iainbengkulu.ac.id/10101/>

⁸ Inayati, U. (2022). *Konsep dan Implementasi Kurikulum Merdeka pada Pembelajaran Abad-21 di SD/MI. 21st ICIE: International Conference on Islamic Education*, 298.

been provided for PAUD level, class I and class IV SD/MI, class VII SMP/MTs, and Class X SMA/MA.

- 3) *Mandiri Berbagi* category is that schools implement the Merdeka Curriculum and develop their teaching tools at the PAUD level, grade I and grade IV SD/MI, grade VII SMP/MTs, and Class X SMA/MA starting in the 2022/2023 school year.

Regarding to 3 category in implementation of Merdeka Curriculum, the school was given independence in implementing the Merdeka Curriculum. Therefore, the implementation and use of teaching devices are adjusted based on the readiness and circumstances of the school. In the implementation of the learning process, the government already provide teacher book in accordance with the subject. The teacher book contains guide on the process of the implementation learning until the instructional media that teacher can use. Teacher book can be used as an guide in the learning process for teachers.

According to Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 56/M/2022, it is found that in the implementation of Merdeka Curriculum in elementary school there are allocation of phases, the learning approaches, the teaching load, the allocation of teaching load, and the explanation as follows:

1) The Allocation of Phases

In this case the teacher is given the flexibility to complete learning outcomes in each phase. In the Merdeka Curriculum, learning outcomes are formulated into six phases with a period according to the competency level of students. The term phase differs from class. Phase shows the level of competence of each learner in a lesson. In one class, it could be that the learning achievement phase of the students is different. The phase in elementary school itself is divided into 3 phases, there are phase A (grade 1 and 2), phase B (grade 3 and 4), and phase C (grade 5 and 6). For example, the learning outcomes on phase A can be completed in grade 1 or 2 (phase A). In short, the learning outcomes must be completed in each phase, not in each grade. In the other case, there is a possibility that students are in grade III elementary school, but learn the subject matter for Phase A (which is generally for grades I and II) because they have not thoroughly studied it.

2) The Learning Approach

The teachers have not to use thematic approaches, but are given the flexibility to use subject approach thematic. According to the Guidebook of Learning and Assessment, the used of learning approach is considering to the

developmental stages and levels of students. Then, the teachers can use a variety of learning approach in the process of learning implementation.

3) The Proportion of Curriculum Structure

In this case, learning is carried out through 2 activities namely intracurricular (80%) and Project of Strengthening Pancasila Student Profiles or *P5* (20%). It can be interpreted that in a learning process, it is necessary to carry out project-based learning. The implementation of the project to strengthen the Pancasila student profile is carried out flexibly, both in content and implementation time. In terms of content, the project must refer to the achievement of the Pancasila student profile in accordance with the student phase and does not have to be linked to the learning achievement of the subject. In terms of implementation of time management, the project can be carried out by adding up the allocated lesson hours for the project to strengthen the profile of Pancasila students from all subjects and the total implementation time for each project does not have to be the same.

4) The Allocation of Teaching Load

According to the government regulates the learning load for each content or subject in lesson hours (*JP*) per

year. The education unit manages the time allocation every week flexibly in 1 (one) school year. According to Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 162/M/2021 that found the learning load in grade 1 elementary school is assumed to be 1 year totaling 36 weeks and the time allocation for 1 lesson hour (*JP*) is 35 minutes. Setting the learning load like this is done so that learning is more meaningful because students have more effective study time and can focus on the competencies they want to achieve without burdening them with too dense content. However, the allocation of intracurricular lesson hour (*JP*) per week is still delivered to assist teachers in designing curriculum and learning. In addition, according to Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 56/M/2022 that English subject allocated maximum of 2 lesson hour (*JP*) in a week.

In the implementation, there are several terms that found changed. According to Minister of Education and Culture Number 22 of 2016, there are explanation about some terms lesson plan (*RPP*), syllabus, core competence (*KI*), and basic competencies (*KD*) be used in 2013 Curriculum, and the explanation as follows:

1. The lesson plan (*RPP*) is face-to-face learning activity plans for one or more meetings.
2. The syllabus is a reference for preparing a learning framework for each subject study material.
3. The core competence, is a categorical description of competence in the aspects of attitudes, knowledge, and skills that students must learn for a school level, class and subject.
4. The basic competencies, which are specific abilities that include attitudes, knowledge, and skills related to content or subjects.

On the other hand, according to the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) there are several definition of the terms as teaching module, the flow of learning objectives (*ATP*), learning outcomes (*CP*), learning objectives (*TP*), and the explanation as follows:

- a) The teaching modules are documents that contain learning objectives, steps, and media, as well as assessments needed in one unit/topic based on the flow of learning objectives.
- b) The flow of learning objectives (*ATP*) is a series of Learning Objectives that are arranged systematically and logically in the learning phase so that students can achieve these Learning Outcomes.

- c) The learning outcomes (*CP*) are learning competencies that must be achieved by students in each phase.
- d) The learning objectives (*TP*) are descriptions of the achievement of three aspects of competence, namely knowledge, skills, and attitudes, which are acquired by students in one or more learning activities.

From the explanation, there are found similarities in the meaning of the definition in that terms. It can be concluded that in the Merdeka Curriculum there is no change in teaching devices. The curriculum only changed the naming of terms, such as syllabus turned into a learning objectives, Core Competency (*KI*) turned into a learning achievement, and Basic Competency (*KD*) turned into a learning objectives, and lesson plan (*RPP*) turned into a teaching modules.

One of the changes from the term is lesson plan (*RPP*), there is a change before it turned into teaching module. The changed term is lesson plan in a page, or it called one-page lesson plan (*RPP 1 lembar*). One-page lesson plan sourced from the Coordination Meeting of the Minister of Education and Culture with Heads of Education Offices throughout Indonesia in Jakarta, Wednesday (11/12/2019). Through the meeting, the minister also gave some examples simplified lesson plan into one-page regarding to principles of efficient, effective, and students- oriented. This is also related to Circular Letter Number

14 of 2019 about the simplification of learning implementation plans, the use of lesson plans must comply with the principles of efficiency, effectiveness, and students-oriented. Besides that, according to provisions in the Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 56/M/2022 in page 61 and 69 that teaching modules are documents that contain learning objectives, steps, and media, and assessments needed in one unit/topic based on the flow of learning objectives. Then, teaching module can be used as lesson plan document. To conclude, in the implementation of Merdeka Curriculum use teaching module.

2. English Language Learning

a. The definition of English as a Foreign Language

According to Harmer as cited in Feberani, concludes that English as a Foreign Language (EFL) refers to a student who studies English at a school and institution in their own country as a transitory visitor in a target language country⁹.

According to Iwai as cited in Si, English as a Foreign Language is people who non-English speaking countries that learn English¹⁰. It means EFL is people who study English in any place (home, school,

⁹ Feberani, M. (2018). *The Implementation of Three-Step Interview in Teaching Speaking at the Second Semester of the Eighth Grade of SMPN 1 Jati Agung South Lampung in 2016/2017 Academic Year*. Lampung: Repository UIN Raden Intan Lampung.

¹⁰ Si, P. (2019). *A Study of the Differences between EFL and ESL for English Classroom Teaching In China. Hubei, China: IRA-International Journal of Education & Multidisciplinary Studies*.

institution) and any conditions, and they do not use English for daily communication on their places.

According to the definition, Indonesia is one of the country that the citizen are categorized as EFL. It means in Indonesia, the process of learning English from teachers is teaching English as a Foreign Language. From that, it can be concluded that teaching English as a Foreign Language is the process of giving information about the English language to people who are non- native speakers of English or not using English for daily communication.

b. The definition of English Language Learning

According to Brown (2007), learning is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. There are several definitions of language learning from experties.¹¹ In addition, according to Duffy and Roehler (1989), learning is an effort that deliberately involves and uses the professional knowledge possessed by teachers to achieve curriculum goals¹². In conclusion according to the definition from expertise, English language learning is process between students and teachers by interaction in order to gain English knowledge or information, according to curriculum goals.

¹¹ . Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). Pearson Education.

¹² . Duffy, G. G., & Roehler, L. R. (1989). *Improving classroom reading instruction: A decision-making approach*. Random House.

According to Brown (2007), learning is breaking down the components of the definition, the explanation follows¹³:

- 1) Learning is acquisition or “getting.”
- 2) Learning is retention of information or skill.
- 3) Retention implies storage systems, memory, cognitive organization.
- 4) Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- 5) Learning is relatively permanent but subject to forgetting.
- 6) Learning involves some form of practice, perhaps reinforced practice.
- 7) Learning is a change in behavior.

According to Ihwanudin (2021), language learning is the steps where the learners explore all their competence to think, feel, and act¹⁴. In addition, he also states that language learning is not a set of easy steps that can be programmed in a quick kit. Furthermore, English language learning is a kind of steps to acquisition, practice, get information or knowledge, especially in English. To conclude, English language learning is complex steps for learners to explore and study English.

c. Implementing Merdeka Belajar at Elementary School

¹³ . Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). Pearson Education.

¹⁴ . Melani, A. (2021). *Implementation of the curriculum in English language learning at SMP 16 Padang*.

The curriculum is a framework that compiles and directs the education system in an institution so that it has the same goals to be achieved. The implementation of the curriculum in Indonesia to date has undergone several changes and modifications. These changes are caused by the conditions and external demands that need to be produced in order to be able to compete in people's lives, both nationally and internationally¹⁵. Starting from 1947 to 2020, Indonesia has used 10 types of curriculum, including the Lesson Plan Curriculum (1947), Unraveled Lesson Plan Curriculum (1952), 1964 Curriculum, 1968 Curriculum, 1975 Curriculum, Active Student Learning Methods Curriculum (1984), Curriculum 1994 & 1999 Curriculum Supplement, Competency-Based Curriculum (2004), Education Unit Level Curriculum (2006), and 2013 Curriculum. The changing educational paradigm certainly cannot be separated from the condition of society which will experience changes over time¹⁶. Until early 2022 after the COVID-19 pandemic which required all activities including the learning process to be carried out online, the Indonesian Minister of Education initiated a policy regarding the use of a new curriculum called the Merdeka Curriculum as an alternative in restoring the condition of education in Indonesia. The emergence of a

¹⁵ Martin, R., & Simanjourang, M. M. (2022). *Pentingnya peranan kurikulum yang sesuai dalam pendidikan di indonesia*. Prosiding Pendidikan Dasar, 1(1), 125-134.

¹⁶ Rizaldi, D. R., Nurhayati, E., & Fatimah, Z. (2020). *The effectiveness of project-based learning with the blended learning system to improve 21st century skills during the COVID-19 pandemic*. Journal Scientia, 9(2), 46-52.

new curriculum in the midst of the Indonesian education system will certainly be a new focus or study, especially for educational institutions. This is because of course it will have a direct impact on the learning process carried out in schools¹⁷. The socialization process is one of the efforts made by the government to accelerate the introduction of an Merdeka Curriculum as one of the government's efforts to improve learning conditions in Indonesia.

An merdeka curriculum is a curriculum with diverse intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies¹⁸. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students¹⁹. The Merdeka Curriculum has basically begun to be implemented in almost some universities in Indonesia. This is supported by Hasim who stated that the government's policy in creating and introducing an merdeka curriculum was considered very appropriate to overcome problems related to the learning process that occurred during the COVID-19 pandemic in Indonesia²⁰. In addition,

¹⁷ Rizaldi, D. R., Doyan, A., Makhrus, M., Fatimah, Z., & Nurhayati, E. (2021a). *Adaptation to new normal conditions: Students physics learning outcomes using the blended learning model*. International Journal of Asian Education, 2(3), 369-376

¹⁸ Anwar, R. N. (2022). *Persepsi Guru PAUD Terhadap Pembelajaran Paradigma Baru Melalui Kurikulum Merdeka*. Azzahra: Jurnal Pendidikan Anak Usia Dini, 3(2), 98-109.

¹⁹ Kasnowo, K., & Hidayat, M. S. (2022). *Penguatan Kompetensi SDM Guru melalui Kurikulum Merdeka di SDN Jatirejoyoso*. Jurnal Pengabdian Pada Masyarakat Indonesia, 1(3), 33-38.

²⁰ Hasim, E. (2020). *Penerapan Kurikulum Merdeka Belajar Perguruan Tinggi Di Masa Pandemi Covid-19*. E-Prosiding Pascasarjana Universitas Negeri Gorontalo.

according to Priantini, et al., also emphasizes that the use of an merdeka learning curriculum is in accordance with efforts to create a quality education climate so that it can give birth to a generation that is ready to adapt to the current developments²¹.

It's just that this curriculum has not been widely applied at the schoolor elementary level. The government itself targets that the merdeka curriculum will be implemented comprehensively by 2024 at all levels of education in Indonesia, starting from primary and secondary schools²². One of the things that is facilitated and emphasized in the Merdeka Curriculum according to Jojor & Sihotang is to place more emphasis on project-based learning that can be done by students in various conditions (not only focus in class)²³. This is supported by Marisa who states that the concept of independent learning is very suitable today because society 5.0 tries to combine the development of technological advances that can help solve problems and the social needs of individual life²⁴. Based on these problems, a study was conducted to examine the characteristics and potential of

²¹ Priantini, D. A. M. M. O., Suarni, N. K., & Adnyana, I. K. S. (2022). *Analisis Kurikulum Merdeka Dan Platform Merdeka Belajar Untuk Mewujudkan Pendidikan Yang Berkualitas*. Jurnal Penjaminan Mutu, 8(02), 243-250.

²² Bahri, S. (2022). *Pemulihan Pembelajaran di Sekolah Melalui Kurikulum Prototipe*. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 12(3), 204-215

²³ Jojor, A., & Sihotang, H. (2022). Analisis Kurikulum Merdeka dalam Mengatasi Learning Loss di Masa Pandemi Covid-19 (Analisis Studi Kasus Kebijakan Pendidikan). *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5150-5161.

²⁴ Marisa, M. (2021). *Inovasi kurikulum "Merdeka Belajar" di era society 5.0*. *Santhet:(Jurnal Sejarah, Pendidikan, Dan Humaniora)*, 5(1), 66-78.

implementing an Merdeka Curriculum as an effort to restore the education process.

In line with the research conducted by Sarfina, based on the results of the study shows that the implementation of the Merdeka curriculum in Baadia 1 Elementary School is categorized as quite effective, where the research process begins with observations, documentation, then conducts interviews with school principals, teachers, school partners, parents, and students²⁵. Research Results The effectiveness of the Merdeka Curriculum Implementation in Baudia City 1 Baubau City Elementary School can be concluded that it is categorized as quite effective or aimed at aspects of the Kosp (Kurikulum operasional satuan pendidikan), the concept of teaching devices, P5 concepts and the concept of differentiated learning (as needed and Student learning stage). To see or measure its effectiveness, using management patterns starting from planning, implementing, and evaluating/reflection.

B. Review of Related Finding

There are four related findings which are encountered. The first is the journal by Annisa Melani entitled “Implementation of the curriculum in Inggris language learning at SMP 16 Padang”²⁶. In his study, reveals three

²⁵ Sarvina (2022) *Keefektifan Implementasi Kurikulum Merdeka Di Sekolah Dasar Negeri 1 Baadia Kota Baubau*. Prosa : Jurnal penelitian pendidikan guru sekolah dasar

²⁶ Anisa Melani. (2023). *implementasi kurikulum merdeka dalam pembelajaran bahasa indonesia di SMP negeri 16 padang*. Educatoria: Journal of Education and Humanities, 1(2), 23-32

main findings. First, the implementation of the Merdeka Curriculum by English teachers at SMP Negeri 16 Padang has not been optimal. Second, Indonesian language teachers face difficulties in changing their mindset or thought patterns related to their old teaching habits. Third, teachers need to expand their knowledge and try new things, including diversifying methods in the teaching and learning process.

The second the study concerning with Merdeka belajar curriculum in English language class has also been conducted by Muhammad Zaenal Makruf “ Implementation of the concept of Merdeka Belajar in online learning at SMP Muhammadiyah Bandongan”²⁷. In his study, employed a qualitative method and focused on the Merdeka Curriculum. The research examined both online learning and the overall teaching and learning process.

The third, the study concerning with Merdeka belajar curriculum in English language class has also been conducted by Muhammad Ilham Akbar “Pembelajaran Guru agama islam dan budi pekerti berbasismerdeka belajar di sd anak saleh malang” ²⁸. In his study, (1) Planning for Islamic Education Learning Based on Merdeka Belajar: The school formed a team of Islamic Education (PAI) and Character Development teachers to coordinate. Student involvement was carried out during research in each class during the first meeting. The PAI and Character Development teacher team also prepared the

²⁷ Makruf, M. Z. (2022). *Implementasi Konsep Merdeka Belajar dalam Pembelajaran Daring pada Masa Pandemi Covid-19 di SMP Muhammadiyah Bandongan* (Doctoral dissertation, Skripsi, Universitas Muhammadiyah Magelang)

²⁸ Akbar, M. I. (2021). *Pembelajaran Pendidikan Agama Islam dan budi pekerti berbasis merdeka belajar di SD Anak Saleh Malang* (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim)

academic calendar, annual program (Prota), semester program (Promes), and lesson plans (RPP) based on the school curriculum and the syllabus provided by the Ministry of Education and the Ministry of Religious Affairs (PAIS).(2) Implementation of Islamic Education Learning at SD Anak Saleh Malang: The school does not intervene in the activities of teachers and students, allowing the classroom learning process to run effectively. Teachers and students emphasize the importance of lesson objectives, independence, and the application of knowledge in daily life. (3) Assessment Approach at SD Anak Saleh Malang: The school emphasizes that assessment instruments should not rely solely on written or oral tests. Reflection instruments are incorporated as an additional tool for evaluating the student learning process.

The fourth the study concerning with Merdeka belajar curriculum in English language class has also been conducted by Alfi Nurlaili Rahmawati “Implementasi hidden curriculum dalam membentuk dimensi profil pelajar pancasila”²⁹. in his study, (1) Planning of Hidden Curriculum to Shape the Pancasila Student Profile: This involves attention to goals and various aspects, identifying strategies, media, materials, and content, selecting content, and developing programs. The implementation dimensions of the hidden curriculum are divided into two levels: micro and macro. The basic concept of implementing the hidden curriculum refers to role modeling, habituation based on rules or regulations, and unique activities. (2) Inhibiting Factors:

²⁹ Rahmawati, A. N. (2022). *Implementasi Hidden Curriculum dalam membentuk dimensi profil pelajar Pancasila: Studi kasus di SD Islam Al Kautsar* (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim)

These include the pandemic learning system, limited parental involvement, inadequate teacher supervision, insufficient facilities and infrastructure, and a lack of innovative teaching methods from teachers. (3) **Success Indicators:** The successful implementation of the hidden curriculum in shaping the Pancasila Student Profile is reflected in students' attitudes, which embody the six indicators of the Pancasila Student Profile: having faith, piety to God Almighty, and noble character; independence; critical thinking; global diversity; collaboration; and creativity.

In some of the studies mentioned above, researchers focused on general learning topics such as Islamic religious education, Pancasila education, and the implementation of the Merdeka curriculum in online learning. However, only a few studies address English learning, and those are primarily at the junior high school level. Therefore, the researcher is interested in conducting a study related to the Merdeka curriculum in elementary schools integrated with religious education. This study will focus on English learning for first-grade students, as it is known that first graders are generally just beginning to learn the alphabet, writing, and reading. Hence, the researcher aims to examine how effective the Merdeka curriculum is in its application to first-grade elementary school students.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of Research

This research uses descriptive qualitative methods. This study aims to understand the teacher's effectiveness in implementing English language learning in the Merdeka Belajar Curriculum for first grade of Rabbi Radhiyya Integrated Islamic Elementary School. The design of this research was a descriptive design. According to Moleong in his book under the title *Metodologi Penelitian Kualitatif* stated that a descriptive design research is a research method that attempts to visualize and interpret objects as if the fact in the field.³⁰ The type of research used is a way of conveying material that is by qualitative methods can understand the effectiveness that can be researched and the research can be understood to see the results of the part that is a difference in description in written form. This type of research can be seen and heard more closely to be detailed for individual explanation and understanding. The research was conducted at Rabbi Radhiyya Curup Integrated Islamic Elementary School. The interest between the problem to be researched with the appropriate method and the source of learning English in the Merdeka Curriculum at first class of Rabbi Radhiyya Integrated Islamic Elementary School.

³⁰ Moleong, L. J. (2007). *Metodologi penelitian kualitatif edisi revisi*.

B. Subject of the Research

The subjects of the research in this study were English teacher who teach English in first grade students at Rabbi Radhiyya Curup Integrated Islamic Elementary School. This research was conducted to understand the teacher's effectiveness in implementing English language learning in the Merdeka Belajar Curriculum for first grade of Rabbi Radhiyya Integrated Islamic Elementary School. The researcher used purposive sampling technique to choose the study participants. Purposive sampling, sometimes referred to as intentional sampling, is a sampling strategy that selects people or locations with the intention of discovering or comprehending the main phenomenon, as stated by Creswell.³¹

As previously mentioned, the researcher chose teachers who teach English in first grade students at Rabbi Radhiyya Curup Integrated Islamic Elementary School. This research was conducted to understand the teacher's effectiveness in implementing English language learning in the Merdeka Belajar Curriculum for first grade of Rabbi Radhiyya Integrated Islamic Elementary School. The researcher chose the first grade teacher because the researcher wanted to know how effective Merdeka curriculum on students who already know about reading well, and writing well. In order to fully comprehend the occurrence and determine whether the knowledge is connected to what the teachers have provided, the researcher would require

³¹ Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

further in-depth details.

C. Data Collection Technique

According to Neuman, in collecting qualitative data the researcher described in detail about people, actions, and events in society.³² Based on the characteristics of qualitative research, the technique of data collection was carried out by observation, interview, and documentation. The following is the explanation of those instruments used for this research.

1. Observation Technique

According to Ary, et al., observation is the basic method to complete description of behavior in specific natural setting of occurrence or duration of observed behaviors.³³ The researcher researched to obtain data sources directly on the implementation of learning at Rabbi Radhiyya Integrated Islamic Elementary School. Observe the first-grade teacher when explaining English learning using the Merdeka Belajar Curriculum. This observation technique can directly explore data on the implementation of learning at Rabbi Radhiyya Integrated Islamic Elementary School. In this research, the researcher used non-participant observation to get the data because the researcher only observes the classroom activity without entering the field of study in the class. Non-participant observation is suitable because the researcher could observe all of the sections of teaching and learning activity.

³² Neuman, L., W. (2014). *Social research methods: Qualitative and quantitative approaches*.

³³ Ary, D., Cheser, L. J., & Sorensen, C. K. (2010). *Introduction to Research in Education*. Wadsworth: Cengage Learning Bailey, DK (1978). *Methods of Social Research*.

2. Interview Technique

The Interview method is a conversation with a specific purpose. The conversation can be done between two parties, namely the interviewer who asks a question and the interviewee who answers the question. The purpose for a specific task and can be developed in the presence of oral information or stance from a respondent is addressed to first grade students, principals, and first grade English teachers at Rabbi Radhiyya Curup Integrated Islamic Elementary School, Rejang Lebong Regency. Interviews can find out about the effectiveness in implementing the Merdeka Belajar Curriculum in English learning.

3. Documentation Technique

Documentation is analogous to observation. As stated by Prawiyogi et al., documentation is a direct observation of the phenomenon under study, conducted by researchers in accordance with the discussion.³⁴ In layman's terms, documentation often means that this form of data collection is a photograph. However, the term "documentation" is used in a broad sense. Documentation is needed by researcher to obtain supporting data. Teacher's photographs during the implementation of the English Language Learning Merdeka Curriculum at Rabbi Radhiyya Integrated Islamic Elementary School. This documentation is used to find out the process of implementing English language learning, the problems that occur, and

³⁴ Anggy Giri Prawiyogi et al., "Penggunaan Media Big Book Untuk Menumbuhkan Minat Membaca Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 1 (January 30, 2021): 446–52, <https://doi.org/10.31004/basicedu.v5i1.787>.

efforts to overcome problems during the implementation of the English language learning Merdeka Belajar curriculum at Rabbi Radhiyya Integrated Islamic Elementary School.

D. Instrument of the Research

The instruments used by the researcher in this research were the the interview, and the observation. The observation was carried out to obtain data sources directly on the implementation of learning at Rabbi Radhiyya Integrated Islamic Elementary School. Observe the first-grade teacher when explaining English learning using the Merdeka Belajar Curriculum. There was the observation checklist as a guide in observing the learning process in the learning. Moreover, the researcher also used interview to find to what extend the plan and the produce of English learning in the Merdeka Belajar Curriculum class I of Rabbi Radhiyya Curup Integrated Islamic Elementary School, Rejang Lebong Regency.

1. Interview structured

According to Tracy, Interview in qualitative is presents opportunities for invention, such as understanding, reflection, and explanation.³⁵ In other words that the researcher has several questions for English teacher who teaches English in the first grade at Rabbi Radhiyya Curup Integrated Islamic Elementary School, Rejang Lebong Regency regarding plan and the produce of English learning in

³⁵ Tracy, S.J. (2013) *Qualitative Research Methods*. Wiley-Black Well, West Sussex.

the Merdeka Belajar Curriculum class I of Rabbi Radhiyya Curup Integrated Islamic Elementary School, Rejang Lebong Regency. The researcher has prepared a list of questions as the guide and the interviewees have the flexibility regarding their answers. Structured interview was used to gather the data because the structured interview protocols ask specific objective questions in an arranged order. In addition, the questions were well structured, planned and organized in line with the objective of the research. The researcher conducted an interview on teachers of SDIT RR. The following is the list of questions for teachers.

Table 3.1
The Interview Blueprint of plan and the produce of English learning in the Merdeka Belajar Curriculum at Rabbi Radhiyya Curup

No.	Question	Answer
1	What is your opinion about the implementation of the Merdeka Curriculum at SDIT RR?	
2	Have you noticed any differences in learning when explained in the classroom?	
3	What is your opinion about the differences between the 2013 Curriculum and the Merdeka Curriculum at SDIT RR?	
4	What were the differences in learning before the system changed?	
5	Has the Merdeka Curriculum been applied to all classes at SDIT RR?	
6	When does learning begin and end?	
7	When did you start using the Merdeka Curriculum?	
8	How do teachers explain lessons in the classroom?	
9	How is the lesson plan for English learning under the Merdeka Curriculum designed for	

	Grade I at SDIT RR?	
10	What is the sequence of teaching as delivered by teachers?	
11	What are the shortcomings of using the Merdeka Curriculum for Grade I at SDIT RR?	
12	Which parts of English lessons are hard to understand?	
13	What are the solutions to address the shortcomings of the Merdeka Curriculum at SDIT RR?	
14	What are the similarities and differences between the 2013 Curriculum and the Merdeka Curriculum for Grade I at SDIT RR?	
15	What are the differences in teaching delivery between the two curricula?	
16	How is English learning under the Merdeka Curriculum implemented for Grade I at SDIT RR?	
17	What kinds of games are provided during English lessons?	
18	How do students better understand English lessons using the Merdeka Curriculum?	
19	Was the 2013 Curriculum ever used during lessons?	
20	Which lessons are easy to understand?	
21	Are the ATP and modules aligned with the lessons?	
22	Is teaching delivered according to the planned sequence?	
23	What are the learning outcomes for English under the Merdeka Curriculum for Grade I at SDIT RR?	
24	Do students often achieve good grades when given assignments?	

2. Observation checklist

In this research, the condition observes learning process to obtain data sources directly on the effectiveness of the implementation

of English learning in first grade at Rabbi Radhiyya Integrated Islamic Elementary School. The researcher used non-participant observation to get the data because the researcher only observes the classroom activity without entering the field of study in the class. Non-participant observation is suitable because the researcher could observe all of the sections of teaching and learning activity. There are four sections in the observation checklist as an observation guide from the beginning of learning until the closing activities. The checklist is the way the researcher notes all activities done by the teachers in order to answer research questions. The researcher takes 4 times observation during learning process in classroom from Monday, Wednesday, Thursday, and Saturday October 6th – December 1st, 2024. The following is the table of the observation checklist for this research:

Table 3.2
The Blueprint of observation Checklist for the Effectiveness of the Implementation

No.	Aspect	Scoring		
		YES	NO	NOTE
Peserta didik				
1.	Have you noticed any differences in learning when the material is explained in class?			
2.	Is there a difference in learning compared to before the teaching system was changed?			
3.	Are there any games incorporated during English lessons?			
4.	Is the delivery of the material aligned with the outlined sequence?			
5.	Do you often get good grades when assignments are given?			

E. Technique of Data Analysis

Data analysis according to Miles and Huberman has four stages, namely data collection, data reduction, data presentation, and conclusion drawing.

1. Data collection

The data obtained by the researcher knows the method of class I teachers when explaining to students, the results of interviews with class I teachers and class I students and photos during class learning.

2. Reduction of data

The data can be seen clearly and examined continuously clearly, accordingly, organize the data, and discard the data if there is inappropriate data and will look for data until saturation. The data obtained knows the learning methods delivered to students, school data in the form of school profiles, school vision and mission, school rules. So the researcher concludes that the data that can be taken is knowing the teacher's method of delivering English language learning in the classroom.

3. The data of presentation

The results of the data that have been collected by researchers sort out with the aim of knowing English learning

planning in the Merdeka Belajar Curriculum, the implementation of English learning and the results of learning English in the Merdeka Belajar Curriculum.

4. Conclusions

The data that has been collected, reduced and presented is made into conclusions. The conclusions obtained are planning English learning in the Merdeka Belajar Curriculum, implementing English learning and the results of learning English in the Merdeka Belajar Curriculum.

F. Data Authenticity test

Data validation is needed to show that the data obtained can be accounted for. According to Sugiyono, "qualitative research, data that can be declared valid if there is no difference between what the researcher reports and what actually happens to the object under study". There are three types of data triangulation used in testing data validity, namely:

1. Triangulation of sources, in this triangulation can determine the validity of power by comparing a phenomenon with the existence of data that can be obtained from time and other sources, in practice by comparing data obtained through interviews with grade I teachers, and grade I students.
2. Technical triangulation is something that can refer to researchers who can find data from sources that use techniques for data

collection. Researchers use observation, interview, and documentation techniques.

3. Time triangulation is done by checking with the appropriate technique at different times and situations, so it is done repeatedly until the certainty of the data is found. The time that researcher can use is in the morning at 11:00 and at 1:00 p.m.

CHAPTER IV

FINDINGS AND DISCUSSION

A. RESEARCH FINDING

This chapter contains the study's data as well as comments of the data as well as the research findings. The data were collected from the results of the interview. At Class I of Rabbi Radhiyya Islamic Elementary School Curup's, the researcher discusses The Effectiveness of Implementing the Merdeka Belajar Curriculum in English Language Learning Class I of Rabbi Radhiyya Islamic Elementary School Curup, Rejang Lebong Regency. To address the research issues, two sections are presented. The first is finding and the second is discussion.

1. The Planning of Merdeka Curriculum in Teaching English at the Class I of Rabbi Radhiyya Islamic Elementary School

The researcher directed interview, observation and document review to produce a comprehensive and reliable data presentation. Additionally, the researcher explained, clarified and provided through each current research focus. Precisely, before taught in the classroom usually the teacher prepared the phases of the lesson plan process linked to the Merdeka Curriculum such as *Alur Tujuan Pembelajaran (ATP)* and Teaching Modules (*Modul Ajar*). Meanwhile, in the statement interview with Mrs. Siti Aisyah as the English teacher of Rabbi Radhiyya Islamic Elementary School, she said that:

“The initial plan that needs to be prepared by teachers before teaching and learning process is to arrange teaching modules. Before starting the new school year, Rabbi Radhiyya Islamic Elementary

holds IHT or commonly called In House Training in compiling the teaching modules. So, I and all the English teachers in this school compile teaching modules together in the form of group referenced to the Alur Tujuan Pembelajaran (ATP) by following the format provided by the school. In addition, in the Merdeka Curriculum, teachers also required to know the abilities of each student. Therefore, before I teach the students, I already know the ability of each student that I will teach. So, even though the teaching modules actually exist from the government, I still compile it relating to the students' learning needs and abilities. Furthermore, in the Merdeka Curriculum, I as a teacher also emphasized to be able to teach using differentiated learning method and teach Pancasila Students Profile.”³⁶

As the researcher definite the aforementioned statement, the planning of Merdeka Curriculum in teaching English is that teachers can create teaching modules based on the school format. So that, those English teachers do not directly use all the teaching resources provided by government, but they adopt and create the teaching module relevant to the students' condition.

In one-on-one interview, Mrs. Siti Aisyah as the English teacher of Rabbi Radhiyya Islamic Elementary school evidence to support the previous argument, he stated:

“There are several plans that teachers need to prepare before the teaching activities applied in the classroom. For example, making a teaching module where this is one of the most important for a teacher who will teach in the classroom. Especially in Rabbi Radhiyya Islamic Elementary, teaching modules is made in groups with other English teachers in this school which takes time about one month. I usually make teaching module using ATP (Amati, Tiru, Modifikasi) method by referring to the ATP (Alur Tujuan Pembelajaran) that has been set by the government. So, even though the government has prepared teaching modules, I still make teaching modules independently related to the format set by the school.”³⁷

Based on the interview from those English teachers of Rabbi Radhiyya Islamic Elementary School concerning to the planning of Merdeka

³⁶ Mrs. Siti Aisyah, interviewed by Farens Sukma Arnanda, Curup, 26th of October 2024

³⁷ Mrs. Siti Aisyah, interviewed by Farens Sukma Arnanda, Curup, 26th of October 2024

Curriculum in teaching English, it summarized that before started the teaching and learning activities in the classroom, the English teachers spelled out of it, those were; first, teaching modules are made by teachers for one month in the form of groups referenced to the *Alur Tujuan Pembelajaran (ATP)* with the format set by the school. Second, teachers knew the abilities of each student. Third, Merdeka Curriculum also requires teachers to be able to teach students' Pancasila Student Profile and also teach them using differentiated learning methods. Those plans affected on students' learning so that teachers can teach according to the students' learning needs.

Furthermore, it was demonstrated through document review that *Alur Tujuan Pembelajaran* planned the Merdeka Curriculum in teaching English. As it stated on the "Final Learning Outcome of Phase F", where was not only students' ability to speak English developed but also the ability to think creatively, critically, confidently for the realization of the Pancasila Student Profile.³⁸

In summary, related to the interview and document review description above, the researcher implied that the planning of Merdeka Curriculum in teaching English prepared by the English teachers of I grade at Rabbi Radhiyya Islamic Elementary School before the teaching and learning activities takes place it seems very good. This can be seen when the teachers prepared the teaching modules, then they knew the students' ability and also

³⁸ Document Review, "Alur Tujuan Pembelajaran", 07 Juli 2022.

the teachers can apply differentiated learning method which is indeed a new method in the Merdeka Curriculum.

2. Implementation of Merdeka Belajar Curriculum at Rabbi Radhiyya Islamic Elementary School

This section describes research findings based on research question number 1. The researcher observed 2nd meeting class I of Rabbi Radhiyya Islamic Elementary School Curup on Thursday, 12th of May, 2024. The observation was carried out for 90 minutes; the English lesson at that time was to explain alfabet. The researcher provided a table showing the indicators of teaching learning process that the English teacher used during the lesson.

Based on the principal's information, there are three general achievement elements in the English subject, such as: Listening – Speaking, Reading – Reviewing, and Writing – Presenting. By addressing these three general achievement elements in the English subject, the Merdeka Belajar curriculum aims to foster comprehensive language proficiency and effective communication skills among students. The integration of listening, speaking, reading, viewing, writing, and presenting allows students to develop a well-rounded and practical understanding of the English language. Merdeka Belajar curriculum has been implemented well, even though Class I of Rabbi Radhiyya Islamic Elementary School still has several obstacles.

Based on the teacher's information, Merdeka Belajar curriculum has been implemented well because Merdeka Belajar encourages educators to be more creative in delivering the material, and students can also become more

active in the teaching and learning process. By using a creative approach, educators can create engaging and interactive learning experiences for students. This will enhance student engagement in the teaching and learning process, making them more active and involved in learning English.

In the implementation of P3 and P5 in English subject, the teachers use P3 for their assessment activity. The teachers use the P3 assessment format to evaluate their students. In the other hand, applying P5 in English subject, according to the teachers' information, the implementation of P5 in English subject is running well. The teachers will use the theme which related to the topic that will be delivered.

Based on the observation, the teacher was teaching about alphabet and the topic was about animal and food. The teacher used cooperative learning method. The teacher used various media, but when delivering this topic, the teacher used gadgets and internet as teaching media namely *Merdeka Mengajar*, websites or *YouTube* for students to learn. For assessment method, the teacher used formative assessment and summative assessment.

B. DISCUSSION

1. The Planning of Merdeka Curriculum in Teaching English at the I Grade of Radhiyya Islamic Elementary School Curup

Building on the research finding from interview and document review, it was found that the planning phases prepared by the teacher before doing an activity in the classroom, such as; made a teaching module based on *Alur Tujuan Pembelajaran (ATP)* in which there are Learning Outcomes

(*CP*), Learning Objectives (*TP*), *Kriteria Ketercapaian Tujuan Pembelajaran (KTTP)*, Indicator of Success, Learning Media, and Learning Method and also teacher assessed the students' proficiency. Meanwhile, related to Supono statement that the teacher preparing the teaching modules at the beginning of the school year and developed using various method that related to the English material and teaching modules created by the teachers in a group.³⁹

In conclusion, there was a good match between the findings result and the theory, which are; firstly, teacher created the teaching module based on the *Alur Tujuan Pembelajaran (ATP)* in which there are Learning Outcomes (*CP*), Learning Objectives (*TP*), *Kriteria Ketercapaian Tujuan Pembelajaran (KTTP)*, Indicator of Success, Learning Media, and Learning Method. Secondly, the teaching module created in a group with the other English in the school. The last, develop the teaching module based on the school format.

2. Implementation Merdeka Curriculum in Learning English at Rabbi Radhiyya Islamic Elementary School Curup

The results of this study indicate that the implementation of the Merdeka Belajar Curriculum in English subjects is carried out effectively. This is based on the target objectives of the English subject in schools, which aim to provide students with broad opportunities to explore the

³⁹ Supono (2023), "Peningkatan Kemampuan Guru Menyusun Modul Ajar Pada Pembelajaran berdiferensiasi Melalui Workshop Dan Pendampingan," *ACTION Jurnal Inovasi Penelitian Tindakan Kelas dan Sekolah* 3, no. 2.

material being studied. The goal is to expand their knowledge related to themselves, their school environment, and the respective grade levels they are currently in.

The focus of English learning at the first-grade level is centered on mastering language skills and practicing them by presenting students' abilities in various types of English texts in an organized manner. Students are encouraged to speak in the foreign language, albeit with pauses, due to limited mastery of sentence structure and vocabulary.

In the implementation of the Merdeka Curriculum in English subjects, a genre-based approach is generally applied, where learning focuses on the texts found in the textbooks. This is supported by innovative teaching models such as oral conversations, audio, or video activities. Furthermore, the genre-based approach consists of stages that are implemented in English classes, including :

1) Building Knowledge in the context of the Merdeka Belajar education system refers to the process of developing students' understanding and skills through various actively and creatively designed learning experiences. This process not only focuses on delivering information but also on strengthening and applying the knowledge that has been learned. Below are some key components of Building Knowledge:

a. Activating Prior Knowledge: Teachers help students connect the knowledge they already have with new concepts to be

learned. This is important to ensure that students can see the relevance of the lesson material to their everyday experiences.

- b. **Presenting New Material:** The material to be taught is presented in an engaging and comprehensible manner, utilizing various resources and learning media (e.g., textbooks, videos, the internet, group discussions, etc.). The goal is to introduce and enhance students' understanding of the new topic.
- c. **Applying Knowledge:** Students are given opportunities to apply the knowledge they have learned in real or contextual situations. This can be achieved through projects, assignments, or discussions that involve critical thinking, creativity, or problem-solving skills.
- d. **Collaboration and Discussion:** Through cooperative learning and group discussions, students can share ideas and perspectives, broaden their understanding, and learn from each other. This approach encourages them to develop important social and communication skills.
- e. **Reflection and Revision:** After completing the learning activities, students are encouraged to reflect on what they have learned and how they can improve their understanding. The teacher provides feedback, and students can correct mistakes and revise their ideas based on new knowledge.

With the Building Knowledge approach, students not only

learn facts but also understand how knowledge can be applied in their lives and how they can continue developing the skills needed in the real world.

- 2) Modeling: The teacher provides examples in the form of texts as a reference for students to practice, whether in written or oral form.
- 3) Joint Construction of the Text: The teacher guides students in creating a correct text and evaluates their work.
- 4) Independent Construction: The teacher gives instructions for students to create a text independently, which will be discussed in the next meeting.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher provides several conclusions and suggestions. The conclusions are based on the findings and discussions about the results of this study and the suggestions are based on the conclusions of this study.

A. Conclusion

Based on findings of the research result in the previous chapter, it can be concluded that:

1. The planning of Merdeka Curriculum in teaching English at the Rabbi Radhiyya Islamic Elementary School were;
 - a. The teacher made a teaching module.
 - b. The teacher determined the Learning Outcomes (*CP*).
 - c. The teacher determined the Learning Objectives (*TP*).
 - d. The teacher determined the Indicator of Success.
 - e. The teacher known students' skill levels.
 - f. The teacher applied differentiated learning method.
 - g. The teacher used video and poster as a teaching media.
 - h. The teacher designed formative and summative assessment.

The implementation of Merdeka Belajar curriculum in the EFL classroom context in Rabbi Radhiyya Islamic Elementary School has been implemented well with the cooperation of the government, the headmaster and the teachers. Even though it may face several problems such as time

constraints, limited facilities, professional training development and student readiness

Students can actively participate in setting learning goals and objectives. Through discussions and consultations with their teachers, students can express their interests, aspirations, and areas of focus for their English language learning. This involvement in goal-setting empowers students to take ownership of their learning process. Students also welcomed Merdeka Belajar curriculum well. It was found that some students felt empowered and stimulating their critical thinking by Merdeka Belajar curriculum

B. SUGGESTION

In this section, the researcher would elaborate on a few recommendations that are based on the discussed and concluded findings, conducting:

1. The English Teacher

The study proposed that teachers should be able to use sustainable innovation to create engaging and enjoyable learning environments in the classroom by analyzing the Merdeka Curriculum in teaching English. Additionally, the teacher needs to be adept at organizing their time so that students may learn and create instructional materials. The teacher needs to put more attention to students, it can trigger their interests to learn English and be more active in teaching learning process. Using the teaching method that

students can fit in effectively may let the students to the peak of their studies

2. The Future Researcher

The researcher recommended that in order to uncover new innovation in the same area, future researchers should delve deeper into the case. It sets apart the current study from the earlier one.

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A P P E N D I X



YAYASAN PENDIDIKAN SOSIAL DAN DAKWAH AL ISHLAH
SEKOLAH DASAR ISLAM TERPADU (SDIT)
RABBI RADHIYYA



Jl. Madrasati Kel. Sidorejo Kec. Curup Tengah Kab. Rejang Lebong

Web: <https://sditr.sch.id>, email: sditrabbiradhiyya@gmail.com No. HP/WA : 083183479582/083164654120

NPSN : 10702863, Akreditasi B

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 421.2/027/DS/SDIT – RR/CRTG/2025

Yang bertanda tangan di bawah ini, Kepala Sekolah Dasar Islam Terpadu (SDIT) Rabbi Radhiyya Kecamatan Curup Tengah, Kabupaten Rejang Lebong, dengan ini menerangkan bahwa :

1. Nama : Farenz Sukma Arnanda
2. Nomor Induk Mahasiswa : 20551020
3. Program Studi : Tadris Bahasa Inggris
4. Universitas : IAIN Curup

Telah melaksanakan penelitian di SDIT Rabbi Radhiyya Kel. Sidorejo Kec. Curup Tengah pada tanggal 6 Oktober 2024 sampai dengan 1 Desember 2024 tentang "The Effectiveness of Implementing the Merdeka Belajar Curriculum in English Language Learning Class I of Rabbi Radhiyya Islamic Elementary School Rejang Lebong".

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Curup Tengah, 05 Februari 2025

Kepala Sekolah



FATHINUL HAMDI, S.Pd

NIK. 292 05 0417 0002





